**Task 1: Strength and Voices (App. 5 Days)**

**Perspectives and Point of View**

**Can the World be a Fair and Just Place?**

Students will read and analyze various texts based on the Vietnam War. Using the information from the texts, students will have a choice of creating a Found Poem for Two Voices that portrays the different viewpoints of the Vietnam War.

**Teacher:** Anderson, Lee, Melton, & Perrini **Grade/Course:** 7th ELA **Lesson** 3

\*Prerequisites: First of the year responsibilities, pre-assessments, and activities; Lessons 1 & 2

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| **Unit Title: (1) Two Sides of Every Story** | | **Corresponding Unit Task: Task 1** |
| **Unit EQ(s):** | How do different authors portray the same historical events or time periods in different ways?  How do different authors writing about the same topic shape their presentations of topics? | |
| **Essential Vocabulary** | (Same as Lessons 1 & 2 )  + Text Vocabulary:  main idea – the topic of the text, selection, or section.  evidence – proof  appropriate – fits the purpose  adequate – enough, or sufficient  accurate – true  delineate - to portray in words; describe or outline with precision  found poem – composed of words or phrases from something that is read  \*Choose vocabulary from text(s). | |
| **Materials/Resources** | \*KWHL Chart  \*Notebook/Pen(cil)  \*  \*Unit1Task1Rubric[E:\Grade 7\7thUnit1\Task1\Unit1Task1Rubric.docx](file:///E:\Grade%207\7thUnit1\Task%201\Unit1Task1Rubric.docx)  **Poems for two voices**  <http://www.readwritethink.org/files/resources/lesson_images/lesson391/two-voice.pdf>  **Poems for two voices**  <http://www.writingfix.com/PDFs/Comparison_Contrast/Poem_Two_Voices.pdf>  **Venn Diagram** Interactive - <http://www.readwritethink.org/files/resources/interactives/venn/> One to print - <http://www.eduplace.com/graphicorganizer/pdf/venn.pdf> | |
| **Activating Strategy/ Bell Ringer** | Think, Pair, Share on the concept of “Found Poem.”  What is it? What does it look like? | |
| **Balanced Literacy Components Addressed:**   * Reading * Writing * Word Study * Speaking & Listening   **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Common Core State Standards:**  ***Power Standards***  **RL 7.9** Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.  **RI.7.9** Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.  **SL.7.2** Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally and explain how the ideas clarify a topic, text, or issue under study.  **L.7.6** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.  ***Supporting Standards***  **RI.7.3**- Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).  **RI.7.6**- Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.  **SL.7.3** Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.  **W.7.9**- Draw evidence from literary or informational texts to support analysis, reflection, and research.  **I Can Statements:**  I can…  …explain how an author uses or alters history. **(RI.7.9)**  … understand and explain information presented in various formats. **(SL.7.2)**  … explain how the ideas clarify the topic. **(SL.7.2)**  ...use grade appropriate vocabulary. **(L.7.6)**  …define point of view. **(RI.7.6)**  …determine the author’s point of view in a text. **(RI.7.6)**  … use pieces from literary texts to support my writing. **(W.7.9)**  …use pieces from informational texts to support my writing. **(W.7.9)**  explain how the author’s point of view is different from others. **(RI.7.6)**  **Instructional Plan:** **Found Poem** Using the texts, presented, students will create a Found Poem. A Found poem is made up of words or phrases from something that is read. It uses someone else's words, (the words in texts) but in a new way. Students will choose important words and phrases from the texts they have read about the Vietnam War, and create a poem with these words.   *Guide* students in creating Found Poems that address the various views of the Vietnam War.  **Step One** Review the texts that have been read.  **Step Two** Choose 10 main key words or phrases that describe how you see a viewpoint represented or addressed.  **Step Three** Arrange these words or phrases in a pleasing and meaningful way to make a poem. Write or type your poem. Illustrate your poem with drawings or pictures or put it into a multimedia presentation.   **Step Four** Students will write a response to how they see the various viewpoints on the Vietnam War.  **OR**  **Poems for Two Voices**  Students could also choose to create a Poem for Two Voices, based on the perspectives of the Vietnam War see instructions and examples below.  **Poems for two voices**  <http://www.readwritethink.org/files/resources/lesson_images/lesson391/two-voice.pdf>  **Poems for two voices**  <http://www.writingfix.com/PDFs/Comparison_Contrast/Poem_Two_Voices.pdf> | |
| **Closing/Summarizing Strategy** | Complete our H & L of the KWHL chart.  Students will then create a presentation that showcases their Found Poem or Poem for Two Voices in a creative way. (\*This may take an additional day.) | |

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| **Differentiation Strategies** | **Extension** | **Intervention** | **Language Development** |
| • Students will compare and contrast two of the poems they’ve found from the era and complete a compare and contrast chart. | Interactive - <http://www.readwritethink.org/files/resources/interactives/venn/> | Students can write simple sentences using the information in their graphic organizers and a language framework or sentence starters such as: They both… / A …, but B…  Product – Students with a low level of proficiency could be encouraged to use the learned vocabulary in a Wordle, instead of writing a poem. |
| **Assessment(s)** | Found Poem/KWHL Chart  \*ESSENTIAL IDEAS ASSESSMENT\* | | |
| **Reflection** | *(Add your own notes here.)* | | |